



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

Special problems of forging.—Textbooks on forging, particularly in the field of general forging, are plentiful. Besides, there are available, as in the case of other school subjects, a limited number of texts or manuals which aim to provide material for use in classes dealing with special types of forging problems. One recent text¹ of the latter type follows the plan of certain of the earlier publications in its general treatment of the subject of forging, but makes its application unusually definite and specific by selecting all of its problems from the point of view of the needs of the farm.

Approximately three-fourths of the book is allotted to the presentation of a collection of job sheets in which the various steps to be followed in making each piece are given in detail. Indeed, the steps are given in such detail that one is left with the impression that little opportunity is afforded the student to do any thinking on his own account.

On the whole, the problems are well selected and are quite representative of the jobs that one encounters on the average farm. The practical character of the problems selected makes the book of real value for use in schools which are to any considerable extent serving rural communities.

HARRY T. FULTZ

CURRENT PUBLICATIONS RECEIVED

GENERAL EDUCATIONAL METHOD, HISTORY, THEORY, AND PRACTICE

- BOYER, PHILIP ARTHUR. *The Adjustment of a School to Individual and Community Needs*. Philadelphia: University of Pennsylvania, 1920. Pp. 141.
- FLEMMING, CECILE WHITE. *Educational Progress in Wisconsin, 1918-20*. Madison, Wisconsin: State Department of Public Instruction, 1921. Pp. xi+252.
- HERTZOG, WALTER SCOTT. *State Maintenance of Teachers in Training*. Baltimore: Warwick & York, 1921. Pp. 144.
- The High Schools of New York City*. CLYDE R. JEFFORDS and CLAUDE F. WALKER (editors). New York: High School Teachers' Association, 1921. Pp. 223. \$2.00.
- PEAKS, ARCHIBALD G. *Periodic Variations in Efficiency*. Baltimore: Warwick & York, 1921. Pp. 95.
- PITTMAN, MARVIN SUMMERS. *The Value of School Supervision*. Baltimore: Warwick & York, 1921. Pp. x+129.
- PROCTOR, W. M. *Psychological Tests and Guidance of High School Pupils*. "Journal of Educational Research Monographs," Vol. I, No. 1. Bloomington, Illinois: Public School Publishing Co., 1921. Pp. 70.
- SMITH, E. EHRLICH. *Teaching Geography by Problems*. Garden City, New York: Doubleday, Page & Co., 1921. Pp. xx+306. \$1.50.

¹ JOHN F. FRIESE, *Farm Blacksmilking*. Peoria, Illinois: Manual Arts Press, 1921. Pp. 92. \$1.25.